

Green Gables Day Nursery

Inspection report for early years provision

Unique reference number 400069
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Inspector Christine Snowdon

Setting address Hookstone Oval, Harrogate, North Yorkshire, HG2 8QE

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Green Gables Nursery was registered at their current site in December 2003. It is a privately owned nursery with the owner manager working on site. The nursery operates from within a purpose built unit situated on the Harrogate showground. The nursery has two playrooms plus a Montessori classroom. These are supported by an office, kitchen, toilet facilities, staff room and laundry room. There is an enclosed area for outdoor play. The nursery serves the local and wider community and opening times are Monday to Friday from 8am to 6pm. They open all year round with the exception of Bank Holidays, one week over Christmas and the week of the Yorkshire Show. Children attend for full and part-time care.

The nursery is registered to care for a maximum of 39 children and there are currently 52 children attending who are within the Early Years Foundation Stage. The group supports children with special educational needs and/or disabilities. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff, of these, the owner/manager has a degree in early years and six staff have a qualification at level 3. The remaining staff are all working towards a qualification. The nursery is a member of the Harrogate and District Nursery Liaison Group and receives support from the local authority and other professionals.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. An inclusive and welcoming service is provided to all children and their individual care needs are met well. Policies and procedures are in place to promote children safety although some lack sufficient detail. The setting has started to evaluate their own practice and some progress has been made since the last inspection, although general cleanliness remains an area for improvement. The systems for planning, observing and recording children's learning and progress are developing steadily in all areas. Working relationships with parents are well-established and they are provided with some good information. However, not all documentation regarding their children's progress is kept up to-date.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve standards of cleanliness within the premises, in particular the floors, surfaces and soft furnishings within the rooms identified at inspection visit
- further improve the systems in order to establish children's starting points on entry, record their progress and plan for children's individual next steps in learning
- further develop labelling in the outdoor areas to promote children's

understanding of writing for a purpose and their early reading and recognition skills.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a record of risk assessment is in place which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) (also applies to both parts of the Childcare Register).

08/09/2009

The leadership and management of the early years provision

The nursery has a welcoming atmosphere, with friendly and approachable staff who work well together as a team. They demonstrate commitment to improving their own knowledge and childcare skills through continued training. For example, several are working towards their level 3 qualification. In addition, in-house training, appraisals and team meetings keep staff up to date and enable them to share good practice. The sound recruitment and vetting procedures in place ensures all staff are safe and suitable to work with young children. Safeguarding children training is provided for all staff and policies, procedures and relevant information is readily available.

Good security systems are in place to ensure all visitors to the setting are checked and admitted by staff. Whilst risk assessments are in place, they do not identify all hazards or take appropriate action to minimise them. For example, a fire extinguisher is not secure or inaccessible to children and designated fire doors are at times propped open. In addition the records do not show when risk assessments were carried out and by whom. This is a breach of regulation and impacts on the setting's ability to limit risks to children.

The provider has started to use the Ofsted self-evaluation system as a means of identifying the setting's strengths and weaknesses. In addition, they seek feedback from parents through questionnaires and are currently working with the local authority to improve planning and observation systems for children's learning. Some good progress has been made since the last inspection particularly with regards to safeguarding procedures. However, the general cleanliness of the setting is still an issue. For example, on the day of inspection, the floors, soft furnishings and surfaces in the rooms being used had not been cleaned to an acceptable standard.

Positive partnerships are established with the parents and external professionals to ensure that children's individual needs are met, thus promoting an inclusive environment for all children. Detailed information is provided through the prospectus, notice boards and policies and procedures. Social events and the parents' forum provides good opportunities for them to be more involved in the nursery. Information with regards to children's daily routine is shared on a daily

basis and activities, such as the library scheme enable parent's to support and extend their children's learning and development at home.

The quality and standards of the early years provision

Children are making generally good progress overall in their learning and development. They are enthusiastic and motivated learners who engage in both group and solitary play. Children are happy and confident around the nursery and demonstrate a good awareness of the daily routines. Babies and toddlers have a warm and trusting relationship with the staff and eagerly hold up their hands to be picked up, which staff do offering them cuddles and comfort when needed. Staff use their time effectively with the children and give them lots of praise and encouragement. This along with the settling-in arrangements and key worker system enable children to settle quickly and easily into the setting.

Children have good opportunities to write, draw and make marks, thus promoting their early writing skills. They recognise their own name tag on arrival and older children confidently write their own name on their art work. There is some labelling and number displays around the environment although this is mainly inside. As children clearly enjoy being outdoors especially in the garden and growing areas the lack of any labelling here results in many missed opportunities for children to see writing for a purpose. For example, whilst children can observe and recall the names of the various vegetables growing, there are no labels on them. A clear strength of the setting is the positive learning experiences children benefit from the outdoor area. They excitedly run through the living willow tunnel until they come to the centre circle, then through into the quiet area where they often spend time looking at books or chatting together with staff or their friends. Children have very good opportunities to learn about nature and living things. They help plant seeds and water and care for them as they grow. They can identify the various crops such as sweetcorn, beetroots and tomatoes. Staff ask what colour the tomatoes are and if they are ready to eat. Children say no because they are still green. There is great excitement when a large frog is found and children eagerly crowd around to observe it more closely. Lots of positive discussion about the frog is encouraged by the staff and the meaning of new words, such as camouflage, are explained to the children. They talk about the size of its legs and food it likes to eat, as well as promoting a caring approach as staff explain not to frighten or hurt it.

Children of all ages enjoy the music and singing sessions. Babies and toddlers shake the bells and clap their hands as staff sing nursery rhymes and their favourite songs, such as the wheels on the bus. Older children explore the different sounds of the musical instruments and after selecting a large drum, march around the room proudly banging out a rhythm. Documentation shows that all children enjoy a range of creative experiences. For example, photographs show babies and toddlers enjoying playing with spaghetti, sand, water and paint.

Each child in the setting has their own learning journey file which follows them as they progress through nursery. Staff have been developing better observation methods and there is evidence of planning in place. However, many of the files

have not been updated for several months and have very limited information on children's progress. Starting points are not clear and their next steps in learning are not being identified. As a result, planning for children's individual learning and development is not fully effective and this impacts on their overall progress.

Children's individual dietary needs are discussed with parents and adhered to. Snacks and meals are prepared and cooked on the premises and children readily tuck into their food. They follow good hygiene practices and know to wash their hands before sitting down at the table. Children's behaviour is very good and they say please and thank you appropriately with gentle reminders from staff when necessary.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5.4). 08/09/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5.4). 08/09/2009